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ABSTRACT

A fall 1975 survey was conducted to appraise Bakersfield College's work experience program. Three survey instruments were developed. The student survey was designed to obtain the characteristics of work experience students, what programs at the college and fields of employment they were involved in, and how they perceived the purposes of the program. The instructor/coordinators were asked questions concerning their teaching and employment background and plans, and their perceptions of the work experience program. Certificated staff, in addition to their perceptions of the program, were asked their attitudes toward the mix of general education and occupational courses a student should take. Respondents included 614 of the 1,053 students in the program (58.4 percent), 27 instructor/coordinators (72.9 percent), and 100 certificated staff members (40.5 percent). Most faculty and a significant minority of instructor/coordinators and students saw the program as primarily attracting students seeking easy units and veterans' benefits. Considering that 84.5 percent of work experience students are veterans, it is impossible to unequivocally deny this interpretation. However, those who are familiar with the program believe it is achieving its purpose of improving job skills and relationships. Responses are tabulated and the survey instruments are appended. (Author/NHM)

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THE WORK EXPERIENCE PROGRAM AT BAKERSFIELD COLLEGE

A SURVEY
OF STUDENTS, INSTRUCTOR/COORDINATORS, AND FACULTY

Requested and Initially Designed
By
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Director of Work Experience

Conducted
By
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Office of Institutional Research
Bakersfield College
February, 1976

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INTRODUCTION

More than 1,000 students are involved in the Bakersfield College work experience program. The program has been criticized as a "source of quick A.D.A. for Bakersfield College," and as "easy units for students drawing Veterans benefits." Proponents of the program argue that the basic purpose of a community college is to develop student career skills and that a work experience program is ideally suited to facilitate this task. These arguments have generally been advanced by a few vocal defenders and critics. No previous effort has been made to scientifically measure perceptions of the program by those involved, those outside it, and those affected by it--students and employers in the community. The report that follows gives the results of the survey conducted last fall of the general and vocational work experience students, work experience instructor/coordinators and Bakersfield College certificated staff. A survey of work experience employers will be conducted at a later date.

The survey instruments sent to the three groups listed above were designed by Warren Helmstedter, Coordinator of Work Experience, David Scott, Director of Research and Development, and Kenneth Fahsbender, Dean of Occupational Education. The questionnaires are included at the end of this study. The student survey was designed to obtain the characteristics of work experience students, what programs at BC and fields of employment they were involved in, and how they perceived the purposes of the program. The instructor/coordinators were asked questions concerning their teaching and employment background, their perceptions of the work experience program and of their own instructor/coordinator teaching experiences and plans. Faculty, in addition to their perceptions of the program, were asked their attitudes toward the mix of general education and occupational courses a student should take.

The schedule of distribution, collection, and analysis of the survey results was as follows:

	Students	Instructor/ Coordinators	Faculty
First draft completion date	9/25/75	9/25/75	10/8/75
Final draft completion date	10/3/75	10/3/75	11/12/75
Distribution date	10/10/75-10/16/75	10/10/75-10/16/75	11/19/75
Distribution method	Helmstedter distributed to work experience coordinators who administered to students in work experience seminars.	Helmstedter distributed to work experience coordinators who took instrument while students answered survey.	Placed in faculty mailboxes. Faculty who were instructor/ coordinators were asked not to answer this instrument.

	Students	Instructor/ Coordinators	Faculty
Date and method of return to institutional research office	10/16/75-11/1/75 Returned in large addressed envelope	10/16/75-11/1/75 Returned in large addressed envelope	11/20/75-12/20/75 Returned in addressed envelope
Rate of return	General work experience students - 65.0%; Vocational work experience students - 54.5%	72.9%	40.5%
Data recorded method	Transcribed to data processing cards by institutional research secretary.	Transcribed to data processing cards by institutional research secretary.	Transcribed to data processing cards by institutional research secretary.
Date sent to Data Processing	11/4/75	11/4/75	12/23/75
Date analysis of computerized data and written comments is put in draft form to be checked by Helmstedter and Fahsbender	12/18/75	12/8/75	1/6/76
Final study completed	1/13/76		

The report that follows will first give the survey results by group - students, instructor/coordinators, and faculty (the detail including extensive written comment excerpts), then a summary of the survey highlights and interpretation.

STUDENTS RESPONSES

A total of 615 (58.4%) of the 1,053 work experience students completed the questionnaire. Vocational rate of return was 362 (54.5%) of 664, and General rate of return was 253 (65.0%) of 389.

CHARACTERISTICS OF STUDENTS RESPONDING TO QUESTIONNAIRE

The typical work experience student was male, over 21, and a Veteran as the following data indicate:

Sex

	General		Vocational		Total	
	#	%	#	%	#	%
Male	235	94.4	310	86.8	545	89.9
Female	14	5.6	47	13.2	61	10.1

Age

19 or younger	7	2.8	19	5.3	26	4.3
20 - 21	7	2.8	17	4.8	24	3.9
22 - 25	27	10.7	34	9.5	61	10.0
26 - 29	63	24.9	82	22.9	145	23.7
30 - 35	82	32.4	112	31.3	194	31.8
36 or older	67	26.5	94	26.3	161	26.4

Attending BC on Veterans Benefits

Yes	228	90.8	290	80.1	518	84.5
No	22	8.8	69	19.1	91	14.9
Trying	1	.4	3	.8	4	.7

Over two-thirds of the work experience students were taking 11 to 12 units (including work experience). The median unit figure for vocational work experience students was about 13. Specific unit information follows:

Units Currently at BC	General		Vocational		Total	
7 or less	1	.4	2	.6	3	.5
8	1	.4	7	1.9	8	1.3
9 - 10	31	12.3	29	8.0	60	9.8
11 - 12	171	67.6	106	29.4	277	45.1
13 - 14	28	11.1	159	44.0	187	30.5
15 or more	21	8.3	58	16.1	79	12.9

Over half (53.4%) of general work experience students were in their first semester of the work experience program. Almost two-thirds of vocational work experience students had already completed one semester of work experience. Specific information on units enrolled follows:

Semesters of Work Experience at BC

Semesters	General		Vocational		Total	
	#	%	#	%	#	%
1	135	53.4	132	36.6	267	43.5
2	82	32.4	85	23.6	167	27.2
3	24	9.5	88	24.4	112	18.2
4	12	4.7	55	15.2	67	10.9
5	0		1	.3	1	.2

EMPLOYMENT INFORMATION

General:

The 246 general work experience students who responded to the question concerning their job listed 156 different job titles. Since some chose to describe their job by function and others by employer or field of work, classification of these listings was virtually impossible. Most of the occupations appear to be those of semi-skilled to skilled workers, sales personnel/office workers (secretary to middle management). The following list of these 156 job titles indicates the great variety of occupations involved in the program.

No.	Job Title
12	Mail Clerk (post office)
10	Route Salesman
5	Groundsman, bus driver, maintenance for school
4	Supervisor
4	Barber
4	Yard Foreman (master)
4	Warehouseman
4	Stillman (Refinery)
4	Truck driver (lumber, steel, plants)
4	Clerk, grocery
4	Maintenanceman
3	Instructors Aide (high school)
3	Chief Pilot
3	Carpet & flooring layer
3	Mechanic (auto)
3	Maintenance Mechanic
3	Janitor (custodian)
3	Retail Sales
3	Fitter/Welder
3	Wellpuller
3	Sanitation Crewman

No.	Job Title
2	Salesman
2	Bookkeeper
2	Field Salesman (sales & service)
2	Optician Supervisor
2	Department Manager (sport goods)
2	Secretary-Office Manager
2	Phone Installer
2	Meatcutter
2	Clerk (receiving, display)
2	Mechanic (cotton picker)
2	Service Station Attendant & Mechanic
2	Engineering Estimator (source documents for computer)
2	Engine Foreman (switch & makeup trains)
2	Assistant Foreman
2	Sheetmetal Worker
2	Asphalt layer & plant worker
2	Gardner
2	Asst. Purchasing Agent (construc. material & irrigation pipe)
2	Roustabout or Roustabout Pusher
2	Engineer Technician (oil wells)
2	Maintenanceman (heavy equipment operator)
2	Printer (newspaper)
1	Management Trainee
1	Service Manager (Personnel)
1	Credit Manager & Dispatcher
1	Keypunch Operator (Southern Pacific R.R.)
1	Secretary
1	Insurance Agent
1	Courtest Clerk (bagger)
1	Systems Analyst (computer)
1	Store Manager, KFC
1	Electronics Tech
1	Bus boy
1	Buyer
1	Watch & Jewelry repair
1	Physical Therapy Assistant
1	Assistant Store Manager (grocery)
1	Assistant Appraiser (R.E.)
1	Correctional Officer
1	Commercial Artist
1	Secretary-Bookkeeper
1	Counseling
1	Employment & Claims Assistant
1	Social Worker
1	Waitress
1	Cook (general restaurant work)
1	Chief Installer (cable TV)
1	Deskman (Phone company)
1	Telephone Operator
1	Maintenance Splicer (Phone company)

No.	Job Title
1	Line Subforeman (PGE)
1	Gas & Electric Serviceman
1	Machine Operator (meat tray line)
1	Minister
1	H.S. Campus Supervisor
1	Pharmacist
1	Athletic Equipment Attendant & Trainer
1	Shipping & Receiving Foreman
1	Building Inspector
1	Beef Breeder
1	Herdsman (inseminate-doctor-calf pull)
1	Land Draftsman (maps)
1	Lardsman (melt pork fat for sale)
1	Poundman (animal locator)
1	Mechanic (pumps)
1	Mechanic (bus)
1	Mechanic Helper-Maintenance
1	Mechanic (fork lifts)
1	Plumber Maintenance - service work
1	Mechanic
1	Mechanic (diesel)
1	Traveling Engine Mechanic (troubleshooter)
1	Tank Car Loader (natural gas)
1	Switchman (R.R.)
1	Brakeman (R.R.)
1	Head Car Clerk (S.F.R.R.)
1	Crew Dispatcher (Santa R.R.)
1	Owner (pool service)
1	Foreman
1	Surveyor
1	Cement Mason
1	Small business owner
1	Auto Parts Counterman
1	Cement Mason/Carpenter
1	Bottler (pepsi)
1	Recreational Vehicle Assembler
1	Load & unload trucks (building materials)
1	Worker/Loader (gravel, sand)
1	Core Maker (aluminum castings)
1	Construction Teamster
1	Designer (drawings, estimate costs, supervise contracts)
1	Finish Carpentry Foreman
1	Yardman (cleanup & repairs for brick company)
1	Handyman
1	Custodian (mopping lights)
1	Groundsman (maintenance of park facilities & operator of equipment)
1	Maintenance Foreman (low income housing project)
1	Maintenance Craft Worker (city pools & sprinklers)
1	Electrical Maintenance
1	Welder

No.	Job Title
1	Plant Manager (welding supply)
1	Welder (oilfield pipelines)
1	Oil Coordinator/Scheduler
1	Refinery Fireman (regulate heater temperature)
1	Oilfield Maintenance Worker
1	Oilfield Operator (maintenance, record keeping, pumping)
1	Generator Operator (Standard Oil)
1	Prod. Tech. (well work)
1	Dispatcher for Union Oil
1	Instrument Tech (maintain & calibrate all process instrumentation, Oil Refinery)
1	Refinery Construction & Maintenance
1	Pump Station Operator (crane oil)
1	Labor (runs & works on crane-gear boxes)
1	Unit Chief (troubleshoot pump plants)
1	Operating Engineer (cranes)
1	General duties (crane operator, office work, etc.)
1	Field Supervisor (x-ray inspection)
1	Lab Tester (asphalt, diesel, gas, etc.)
1	Gas Lab Chemist (analysis)
1	Resin Handler-Receiving
1	"C" Operator (mix & load insecticides)
1	Lab Tech (assist chemist-product development)
1	Machinist (operator)
1	Backhoe Operator (large tractor)
1	Crude Unit Operator (plant boilers, fire heaters)
1	Equipment Operator (tree maintainer for City)
1	Head Operator (run work over hoist)
1	Machinist (lathe operator)
1	Operator (production & maintenance of kilns)
1	Extruder Operator (produce egg cartons, meat trays, etc.)
1	Laborer (fields, mostly grapes)
1	Tractor driver (irrigation)
1	Chief Engineer (repair & maintain equipment)
1	Facilities Maintenance Worker (air conditioning, mechanical skills)
1	B & B Helper (apprentice carpenter for A.T.S.F.R.R.)

Vocational:

The occupations most frequently listed by vocational work experience students were Industrial Education, 72 (20.8%); Business Management, 71 (20.5%); Administration of Justice, 51 (14.7%); and Agriculture, 36 (10.4%). Following is the list of all occupations indicated by vocational respondents in descending order of frequency:

Industrial Education	72	(20.8%)
Business, Management	71	(20.5%)
Administration of Justice	51	(14.7%)
Agriculture	36	(10.4%)
Fire Science	27	(7.8%)
Business, Accounting	16	(4.6%)
Medical Office Assisting	15	(4.3%)
Food Service, Hotel Rest/Mgt, Housekeeping, Custodians	11	(3.2%)
Corrections	10	(2.9%)
Child Development	9	(2.6%)
Architecture	6	(1.7%)
Photography	5	(1.4%)
Teacher Aide	5	(1.4%)
Apprenticeship & Surveyors	4	(1.2%)
Library Technology	3	(.9%)
Business, Secretarial Training	2	(.6%)
Journalism	2	(.6%)
Police Academy	2	(.6%)
Dental Assisting	0	
Merchandising	0	

Three-quarters of both vocational and general work experience students reported they had worked six or more years in business and industry. Only slightly over one-third, however, had worked in the same job for more than six years. Specific breakdown of years on the job follows below:

Years Employed in Business and Industry

Years	General		Vocational		Total	
	#	%	#	%	#	%
Less than 1	7	2.9	8	2.3	15	2.5
1	6	2.4	9	2.6	15	2.5
2	9	3.7	19	5.4	28	4.7
3	11	4.5	21	6.0	32	5.4
4	16	6.5	14	4.0	30	5.0
5	11	4.5	16	4.6	27	4.5
6 or more	186	75.6	265	75.3	451	75.4

Years Employed in Present Job

Years	General #	General %	Vocational #	Vocational %	Total #	Total %
Less than 1	44	18.0	51	14.4	95	15.9
1	31	12.7	40	11.3	71	11.9
2	38	15.5	52	14.7	90	15.0
3	20	8.2	32	9.0	52	8.7
4	11	4.5	23	6.5	34	5.7
5	17	6.9	24	6.8	41	6.8
6 or more	84	34.3	132	37.3	216	36.1

A large majority of both groups were hoping to obtain a promotion in their present job.

	General		Vocational		Total	
Yes	191	78.9	315	88.5	506	84.6
No	50	20.7	41	11.5	91	15.2
Maybe	1	.4	0		1	.2

Over four-fifths of both general and vocational work experience students felt they possessed a saleable skill in the job market prior to the time they took work experience. Over 95% of both believed it was necessary to have more than one saleable skill. Specifically, responses were:

Prior Saleable Job Skill

	General		Vocational		Total	
Yes	199	82.6	285	80.5	484	81.3
No	41	17.1	69	19.5	110	18.5
Perhaps	1	.4	0		1	.2

Necessity of More Than One Saleable Skill

Yes	242	98.4	346	96.9	583	98.0
No	4	1.6	11	3.1	15	2.0

Though convinced they should have more than one saleable skill, both general and vocational work experience students overwhelmingly rejected the thought that their particular job would become obsolete in the next five years.

Will Your Job Become Obsolete in Five Years?

	General		Vocational		Total	
Yes, definitely	6	2.5	4	1.1	10	1.7
Perhaps	29	11.9	11	3.1	40	6.7
Possibly	45	18.4	55	15.5	100	16.7
No, never	164	67.2	284	80.2	448	74.9

BAKERSFIELD COLLEGE COURSES AND WORK EXPERIENCE PROGRAM

When asked if they were pursuing a major at Bakersfield College, five out of every six vocational work experience students responded affirmatively while only 56.2% of the general work experience students listed a major. Specific responses were:

	General		Vocational		Total	
	#	%	#	%	#	%
Have major course of study at BC	137	56.2	299	83.5	436	72.4
Do not have major	107	43.8	59	16.5	166	27.6

General:

Majors listed by the general work experience students, contrary to current jobs held, were overwhelmingly white-collar professional. Below is a listing of majors by categories with exact major titles indicated by students listed underneath:

		Number	Percent
Business/Management		40	33.6
Business	18		
Business Administration	8		
Accounting	5		
Management	3		
Mid-Management	2		
Administration	1		
Business Industry	1		
Business-Personnel Management	1		
Marketing	1		
Social Science/Humanities		16	13.4
Sociology	7		
Liberal Arts	3		
History	3		
Humanities	1		
English	1		
Social Science	1		
Industrial Arts		14	11.8
Industrial Arts	4		
Electronics	3		
Drafting Technology	1		
Architecture Draftsman	1		
Industrial Education	1		
Mechanics	1		
Shop	1		
Welding	1		
Trades and Industry	1		

		Number	Percent
Law Enforcement/Corrections		12	10.1
Law Enforcement	5		
Police Science	4		
Corrections	2		
Administration of Justice	1		
Agriculture		11	9.2
Forestry	7		
Natural Resources	1		
Agriculture	1		
Wild Life Management	1		
Animal Science	1		
Teaching/Counseling		7	5.9
Teaching	1		
Primary Education	1		
Special Education	1		
Physical Education	1		
Child Psychology	1		
Psychology	1		
Marriage Counseling	1		
Miscellaneous		19	16.0
General	4		
Math	3		
Nursing R.N.	2		
Law	2		
Real Estate	2		
Geology	1		
Chemistry	1		
Photography	1		
Aviation	1		
C/U Insurance	1		
Better paying job	1		

Vocational:

In contrast to general, vocational work experience students listed majors that seemed to correlate with their jobs. Specifically, listings were as follows:

		Number	Percent
Business		75	26.2
Business Management	19		
Business	17		
Management	16		
Business Administration	13		
Accounting	5		
Business-Accounting	2		
Personnel Management	1		
Real Estate	1		
Business-Banking	1		

		Number	Percent
Industrial Education		51	17.8
Industrial Ed	20		
Industrial Arts	10		
Industrial	4		
Auto Technology	2		
Mechanics	2		
Engineering	1		
Engineering Aide	1		
Electrical Engineer	1		
Electronics	1		
General Engineer	1		
Refrigeration-Air Conditioning	1		
Automotive	1		
Auto Mechanics	1		
Welding-Machine Shop	1		
Welding	1		
Machine Shop	1		
Industrial Arts-Welding	1		
Industrial Mechanics	1		
Administration of Justice		42	14.7
Administration of Justice	29		
Police Science	9		
Public Administration	1		
Police Administration	1		
Law Enforcement	1		
Law	1		
Fire Science		29	10.1
Fire Science	26		
Fire Science-Management	3		
Agriculture		25	8.7
Agriculture	14		
Ag-Industrial Arts	3		
Ag-Business Management	2		
Agri-Business	1		
Agronomy	1		
Ag Business or Agronomy	1		
Animal Husbandry	1		
Animal Science	1		
Real Estate-Ag Land	1		
Medical Office Assisting		13	4.6

		Number	Percent
Corrections		9	3.2
Corrections	6		
Correctional Administration	1		
Correctional Science	1		
Corrections Soc.	1		
Food Service/House Management		9	3.2
Hotel/Restaurant Management	2		
Dietetic Technician	2		
Food Service	2		
Executive Housekeeping	1		
Food Manager	1		
Housekeeping	1		
Teacher Aide		8	2.8
Teacher Aide	3		
Psychology	2		
Psychology or Teacher Aide	1		
Elementary Ed	1		
Education	1		
Photography		4	1.4
Child Development		3	1.1
Child Development	1		
Early Childhood	1		
Child Psychology	1		
Architecture		3	1.1
Library Technology		3	1.1
Journalism		2	.7
Secretarial		2	.7
Miscellaneous - General		8	2.8
Liberal Arts	2		
A.A. Degree	2		
B.A. Degree	1		
General	1		
Geology	1		
History	1		

About half of both general and vocational work experience students who listed majors reported they were working toward an A.A. degree. Results were:

Working Toward	General #	General %	Vocational #	Vocational %	Total #	Total %
Transfer to 4-year college	49	33.6	87	24.5	136	27.2
A.A. Degree	76	52.1	186	52.4	262	52.3
Certificate	21	14.4	82	23.1	103	20.6

Both general and vocational work experience students overwhelmingly believed the information and skills they were obtaining from their courses were aiding them in their present employment.

BC Skills Aiding in Present Job

	General		Vocational		Total	
Yes	222	92.9	350	98.0	572	96.5
No	14	5.9	7	2.0	21	3.5

Both types of work experience students believed their seminar participation had given them information which had aided them in their present job.

Has seminar aided you?	General		Vocational		Total	
Yes	187	91.2	290	92.7	477	92.1
No	17	8.3	21	6.7	38	7.3
Maybe	1	.5	2	.6	3	.6

When asked the primary reason they had taken the work experience program many still responded by designating more than one reason; therefore, the numbers and percentages listed below are based on total number of responses. Both groups designated improvement of work relationship on the job most often, though obtaining units for collection of Veterans benefits was a popular choice. Updating job skills was a more popular choice for vocational than for general work experience students. Specifically, responses were:

Reason for Taking Work Experience	General		Vocational		Total	
Improve work relationship on the job	173	48.3	174	40.2	347	43.9
Update job skills for promotion	48	13.4	109	25.2	157	19.9
Make transition from classroom to world of work	30	8.4	47	10.9	77	9.7
Obtain units in order to collect Veterans benefits	88	24.6	74	17.1	162	20.5
Obtain units	8	2.2	14	3.2	22	2.8
Miscellaneous	11	3.1	15	3.5	26	3.3

Miscellaneous reasons were as follows:

General:

"Didn't know what work experience was--took it to find out."

"Interested"

"That I may hear other people's views."

"To improve my outlook on other people as well as on myself."

"To improve my attitudes toward my job and supervisors."

"At first it was for VA benefits until I began to learn exactly what I was doing wrong. It has opened a great new outlook on work."

"To see and hear about other jobs so that if the worst were to happen, I would have some idea where to go to find another job."

"To learn skills for another job."

"The opportunity to openly share with others the problems which are confronted by all in our society."

"To make transition from my present employment to another vocation."

Vocational:

"To obtain knowledge and experiences from other firefighters."

"To gain knowledge from fellow workers."

"Working toward P.O.S.T. Certificate in A.O.J."

"To aid in skills which you feel need strengthening."

"Obtain knowledge of soil and fertilization."

"At first for V.A. benefits, but now I would take it all over again without the money."

"Learn the types of fire operational procedures used in the different departments in this area."

"To understand situations other than my own."

"G.I. benefits are an important contribution to low wage families."

"The primary reason was to decide if I wanted to stay with this for a lifetime."

"Extend education."

INTENT OF WORK EXPERIENCE PROGRAM

General:

General work experience students believe the primary purposes of the work experience program should be to (1) better the understanding between employer and employee and between employees, (2) better the understanding of the job, (3) discuss problems and issues relating to the job and possible solutions to the problems, and (4) learn about other people's jobs.

Some representative comments by students were:

"To get people of the same profession together to discuss similar problems and find solutions."

"To help students to be better trained for their present job and those in the future."

"To better yourself in the task of working with the public and/or the surrounding problems that may occur."

"To find out about other people and their problems at work. To help one another and get along with the people you work with."

"Finding out other people's problems, dealing with management, personnel, etc."

"It is a good program - keep it going!"

"Teach human relations, better productivity, how to get along with supervisors."

"(1) To improve work relationship on the job and help in job promotion; (2) getting an idea of what other people's jobs entail."

"Learning what other people do on their job. This helps find out what is going on besides your own work."

"(1) Learn how to get along with other employees; (2) learn how to get along with your boss; (3) learn how to get along with other people in general."

"To help people understand the importance of good working relationships; also should have a work experience class for managers or supervisors, etc."

"Make students aware of the importance of human relations."

"To reach a better understanding of interrelationship between employer and employes. Possibly this could be a Psych class."

"Help people to adjust to working around various types of people."

"To help people understand the way other people act at work and why and help you understand people better."

"I think the program is designed well in that it covers most of the questions that might come up in dealing with human relations which is the most important phase of employment."

"To give men some pointers on jobs and how to make more."

"To give the student a better understanding of his job. I realize that General work experience is harder to stress due to the fact that the course has many different fields of employment."

"If at all possible I would like to learn more about Rules and Regulations in the post office and just plain understanding people in general."

"To give you a good feel for your job, not to improve your work but to help you understand your job and other people."

"Teach how work experiences and job relations intermesh."

"It should give the working man a chance to listen and discuss problems that arise at different jobs. This type of discussion teaches you how to work with others."

"This course has helped me to understand my own maneuvering and relations within my work sphere, and that of my fellow workers. If I changed careers I'm sure that this course would help me in the transition period."

"To recognize that work is equal to credits. To give recognition to people that are working and involved in other studies. To apply work experience program to my job, for my betterment and advancement."

"By studying from the book and classroom, and thru experience on your job, no doubt quite a bit can be learned and put to good use."

"A general background on police work and all the new laws that we are presently covering gives us a pretty good idea on what to expect when entering police work."

"I feel that the teachers of certain classes try to make the students feel bad about taking work experience. Also, in my major, I should have been in Vocational work experience, but the teacher felt I wasn't taking the right classes. I am taking the classes which will help me in my job and that is more important to me."

"I took Ag work experience because that is my job, but my intention is that someday I will become an accountant."

"To better understand your job, your attitudes, and be better equipped to handle certain situations that arise with fellow employees."

"Should instill student with proper attitude toward work and employers, and foster good work habits."

"I believe that the intent should be to improve human relationships with fellow employees. But the Vocational work experience, that is Agricultural work experience, should cover different jobs in agriculture and their related problems."

"I like the book 'Your Attitude is Showing.' It's helped me in many ways. Intent of work experience should be to prepare you when looking for a job."

"To help better prepare myself for my job and to be able to handle myself with more confidence. And also understanding for my fellow worker."

"Firstly, it should be a way that people who are working their way through school or have been out of school and are continuing education and supporting themselves and a family can obtain easy credit to get a degree. Secondly, it could work as a more personal vocational counseling that would help you choose the right courses and also go into more detail."

"Relate people with their appropriate jobs, to recognize the skills that they may have and apply them to better uses if possible."

"Giving credit (college) for real field experience. Relating work experience on the job to this program. In other words, seeing how my problems are similar to others."

"You should have a program that enables you to better your skills at whatever you do. Like a welders work experience, mechanic work experience, business work experience, etc."

"Learn to economically survive."

"I feel the work experience program should be for one semester only - creditable to those students who are working toward their major."

Whatever general work experience students felt the purpose of the program should be, 222 (92.9%) felt that it was achieving the purpose.

A few who commented critically said as follows:

"If a teacher was given an hour every week to talk with people of the same interest and major, it would help students choose the right classes and the career they want to pursue."

"The program basically has good intentions but because of mass enrollment it loses its effectiveness."

"To keep people occupied and off the streets. And to help spend taxpayers money, mainly ours and everyones who works."

"This program is mainly for agriculture people. These are not my future plans."

"At the present time I feel the program is worthless to some students who just hold general jobs."

When asked what could be done to improve the Bakersfield College work experience program, most students wrote that it was fine just as it was. Suggestions for change were (1) more classroom discussions, (2) more training experience films, (3) smaller seminar groups composed of those of the same job and/or major, (4) more books like "Your Attitude is Showing," (5) longer time period for seminars or meet twice a week, (6) tighten requirements or enforce class attendance, (7) bring in variety of speakers from private and public firms and unions, and (8) more work experience units.

Some of the comments representative of these and other suggestions follow:

"(A) Institute a change for requirement that work experience seminar be twice a week or 2 hours at a time. (B) Bring in a variety of speakers from unions, management, etc."

"Do not drop this class; it helps the G.I.'s get what's coming to them. The government should pay back what they took away from the G.I."

"Offer a class that would help the supervisor or manager. More classes offered at night to aid those people who can't attend day school."

"I feel general work experience has helped me just as is more than any class I have taken."

"I feel that the program is a good one. But I feel some of the instructors are too soft and easy going. For myself, the program means more than just the money I receive for attending the class. Some of the instructors don't require enough work. Jim Opperman has a program other instructors should copy from."

"I think Mr. Helmstedter is doing a bang-up job. Keep on trucking!"

"(1) Improvements in the work experience program would be to lengthen the hours to be put in, perhaps meeting two times a week instead of one hour a week. (2) Another improvement would be to recruit women into the program. In our seminar we do not have one woman in our class which makes me think women do not work. (3) A more stringent screening should be applied in those who apply, and to see that they don't mooch off the government."

"It should be offered not only to students entering the labor market but long time students as well. I have been employed for a considerable length of time, but until I took this class I didn't understand why management personnel were seemingly doing nothing but pushing and making everyone get uptight; but now I know that they are probably aware of every employee and are trying to produce both productivity and a good working atmosphere."

"For the people in the office to stop giving students a bad time for wanting to take work experience. It's a good class and I have enjoyed it, not just because of no homework either, however I do enjoy that part. But because a person can learn from this class - so what if some (people) are stinkers - some of us are learning from the class."

"An audio visual program. Specifically setting a scene on the job (dramatization) where the 'two sides' of typical work problems can be presented."

"It should ask more questions about the job that one may be into and talk it out with the class and different jobs."

"Separate us on job experience that everyone would have in common."

"Seems good enough for me now!"

"Offer a class that would help the supervisor or manager. More classes offered at night to aid those people who can't attend day school."

"I like work experience very much. Just wish the class was a little longer to be able to talk more about our own personal work relations. I feel this would help each person to apply work experience on the job."

"I think the program is real good. I like the book 'Your Attitude is Showing.' It's helped me on the job. I think more books like this one or books related to this one would be real good."

"For the college(s) to stress the real reason for having the classes, and enforce the attendance, etc. - as in other college level classes."

"Provide management personnel from private and public firms to give seminars to the class to present to the students what management expects of its employees."

"This is my first semester at work experience; so far I have enjoyed it and have learned many new ideas from listening to other students talks and ideas. I feel the workbook 'Your Attitude is Showing' is full of interesting ideas and a lot of common sense."

"I think that it is accomplishing its goal for the short time that we have for class. It makes me more aware of all aspects of the job situation."

"I think the program has to be kept somewhat generalized in order to keep the interest of every student."

"I think the program is quite adequate. A person just has to apply what is presented during the course to his particular job situation. However, this is, many times, very difficult to do."

"Try to break the classes down to smaller units. Require more class participation. Have instructor try to get the student to link the class to his individual occupation."

"To my way of thinking, I don't see any reason. This class is just fine. The book 'Your Attitude is Showing' has everything you have to know and it helps you on any kind of job you have."

"Perhaps if added cost was not too great, classes could be broken into smaller units which would concentrate on particular job skills. Try to improve relationships with employers and their programs."

"I haven't worked for years, just was a housewife and mother. However, when I did go back to work I found many things different; this class has helped me in my work and relationship. I can understand more things now."

Vocational:

Vocational work experience students perceived what the work experience program should be very similarly to the general students. The purposes they listed were (1) increase knowledge of selected field and betterment of skills, (2) better understanding of your job and the job of others, (3) communication and better understanding between employer and employee and between employees, (4) provide guidance and coordination between employment and course of study, and (5) help solve problems encountered at work.

Some representative comments were:

"In the field of management, I feel the intent of work experience programs should focus on the supervisor through middle management. Theory should be discussed in class and put to work on the job."

"To make the student become more self confident and to understand possibly what is expected when trying for a promotion."

"Collective knowledge from others and their fields - discussion, problems that relate current events and government regulations, reports of industry, etc."

"Possibly two things. First is to allow a person to obtain some credit for experience he or she has obtained from some type of gainful employment. The second, and possibly more important, is the ability to obtain and/or improve on skill or knowledge for a present and/or future job."

"To aid me in directing myself toward job development and advancement."

"In AOJ the biggest help is a constant updating in the areas of court decisions and new procedures. Also helps me apply classroom knowledge to field work."

"To gain valuable knowledge that you cannot get on 'on-the-job training' - learn the fine points."

"To share the experiences of others in the same line of work and to learn from others who have more experience."

"A guide to objectives; an opportunity to interact with others in the same field; a positive aid in objective adjustment."

"To learn how to get a job, keep a job, get a promotion, and to strive to be a better employee."

"To help people find out what it is really like in the world of jobs. Some people only do one thing and are afraid to change jobs to get something they like because they really don't know enough to get by."

"To familiarize students with job situations, techniques, and philosophy. Also provide an atmosphere where people can share situations, solutions, and other work related experiences."

"To compare new equipment and operational procedures in the fire service. Discuss the different procedures of the fire departments in this area."

"To give confidence to the individual in those areas in which one might be weak, i.e., communication, both written and verbal, attitude, and development and reassessment of attitudes and ideas."

"To help bring all the good and bad faults of your job out into the open so you can relate them to other people. To listen to other people about their jobs and gather good information. To talk in front of other people without getting completely scared to death, to communicate with others."

"The goals must be repeatedly discussed to the individual for his use in development of his future goals."

"Since this is vocational work experience, I feel the class should be aimed solely at helping the student at work with the problems he may encounter. This would help him both at work and at school."

"To give an insight into employee/employer relations and the ways to get the job done more efficiently with cooperation."

"Bring out some of the points on advancements in your present job. How to do your present job more effectively."

"Help you be a more solid employee at whatever job you may have. Help you to be better prepared for promotional exams. Help you to determine whether you are suitable for the type of job you are doing."

"I feel that the intent should be get students out in the working world where they can get an idea of what they want, and also so they start learning a few skills."

"To teach people how to improve at their jobs and job relationships with fellow workers and supervisors, and attain the highest position possible in their present occupation."

"Harmonious working relationships with fellow employees. Self improvement on the job."

"To further your knowledge of your given job duties through group discussions and evaluations. Also to discuss goals of both employee-management and try to understand both sides of the operation."

"To make job problems known and discuss them openly. By doing so it promotes safety."

"Teach the skills of management, good and bad."

"To create as many job situations as possible to the class. This way everyone can relate to at least one situation."

Vocational work experience students overwhelmingly (93.7%) believed that whatever the purpose was of the work experience program, it was achieving this purpose.

The few who believed that the program was achieving other than its announced purpose stated as follows:

"This program started out in the right direction but when classes are mixed, you can't relate your trade, or shop talk."

"To aid in improving oneself in job, and future advancement as knowledge and skills improve."

"To provide the Vet an opportunity to have 12 units in night studies."

"Presently too many people are taking the course to obtain credits for V.A. benefits and are not willing to put in some effort in the classroom and out of it."

"Get someone that can relate to the students. This guy is always asking, is that right on questions and answers people in the class ask or answer. He acts like he's never worked a day in his life. Mr. Helmstedter knows what I mean."

"Much of the program is centered around the younger group, many of whom do not seem interested in job advancement or security through personal endeavors."

"The intent seems to be on technique - we need more group involvement situations."

"I don't believe it covers enough of the subject (work experience)."

When asked to suggest how the vocational work experience program could be improved, these students responded almost identically to the general work experience students, the majority of them writing that the program is doing a fine job right now. Suggestions for improvement included (1) have speakers come in from different jobs and employment agencies, (2) more seminar time per week, (3) more class discussion and information on job related problems, and (4) extend program to more than four semesters.

Some representative comments follow:

"I believe the practice employed by Mr. Marquez of having students speak before the class relating their course of study and how it relates to the job has been very beneficial. This could be employed by other work experience coordinators."

"Have better qualified coordinators - more speakers (community business leaders), more films, etc. Note: Joe Newton is an excellent coordinator - I had him 2 semesters and felt he was a true professional."

"More detailed program for office type motivation skills. Work experience has been aimed primarily at the union type job skills."

"As the class is now being taught is fine, however, the other 2 semesters I took the course was a farce. The present instructor is teaching us ways to take oral interviews, etc., which has helped me greatly."

"I feel that during some part of the class, each student should explain his or her job, answer any questions from class. This would be a big help in understanding and learning more about other occupations--example: fireman, butcher, law enforcement, etc. Then they should state why and what they are getting out of class."

"In the vocational work experience I feel that an occasional field trip to places which are somewhat related would be of some advantage. They would also aid in the exchange of ideas between persons not enrolled in the work experience program."

"This is my second semester of work experience. My first semester I had Mr. Opperman and was very pleased with the way he conducted the class, and I am likewise pleased with Mr. Matlock. As far as I am concerned, the program is running smoothly. I certainly hope that BC will continue to carry the work experience program."

"I have gotten a promotion since enrolling in work experience; work experience has contributed."

"Instead of attending weekly classes, perhaps a 'term paper' could be turned in, pertaining to the job."

"It's so messed up I don't know how you could improve it. Four units of credit for 4 semesters is too much. The weekly seminar is an absolute waste of time--I could be studying in my other courses."

"Put a limit on the number of times one can enroll in work experience. Stop Vets from taking work experience for credit only. They disrupt class for those of us who are interested. Some Vets take this class for money and transferrable credit only! One way to see how many Vets are taking work experience for money only would be offer it one semester without pay and see how many Vets enroll."

"An effort to coordinate material to be presented and a clear set of guidelines as to objectives for both instructors and students."

"Do not put a restriction on number of units you may take it. If you are afraid individuals are taking advantage of the class merely because of Veteran benefits, then I suggest clamping down on those individuals who do not attend the meeting, but do not take away from those who wish to attend. Thank you."

"Break it down to the specific field so we are all basically in the same type of jobs so we can discuss our related problems about our jobs."

"The program be given at a later hour so people don't have to get out of work early to make the class."

"More discussions as to actual experiences and other people's reactions both pro and con."

"Not much; the instructors, in my opinion, have improved vastly over the last year. Mr.'s Marshall and Newton are exceptional!"

"More small situations - all our films and/or tapes are about factories or very large companies. In Bakersfield these type of companies are few. I feel more emphasis should be placed on Bakersfield related jobs. In my case the small office - 5 to 10 people, not these large situations. In a small office you're more a family and this poses some interesting problems for a boss or supervisor, unlike those in a factory or large office complex."

"I feel it is helpful and working well as it is. Even though I am not going to be able to use the units this last semester (or don't need them at least), I wanted to take it for the informative seminars for growth in my supervisorial attitudes."

"More guest speakers - possibly field trips."

"If possible, split the classes into groups which have related job skills. Also ones who want to become supervisors and the ones satisfied to be a working stiff all their lives."

"On the whole, the program is excellent. I think it would help if there was more information available to the student-at-large. I had no idea that there was even a work experience program until this fall."

"Along with the work experience itself and receiving the recommended units, some type of salary should be arranged for the hours contributed to the office. Even minimum wage would be a step in the right direction."

"Drop it."

"The instructor take more interest in the job that you are working at, and talk to you about what you are doing and how you can make things better."

"To use more interesting personnel - either in the field or prior experience."

"Lectures from different individuals representing different type businesses."

"Maybe an extended schedule, say at least 1½ hour class instead of just one. A better relationship of the business, different industry films, invite prominent businessmen and the like to arrange speeches, films, other forms of instructional media is going to reinforce the classes intentions."

"More presentations from outside allied agencies, i.e., L.A. county, Ventura, Kings, etc."

"I highly agree with the new form of work experience where we now have guest speakers who are specialists in their field. This gives new light and a better understanding of the different problems in the field and what is being done to overcome them."

"I am totally happy with the management work experience program, but I have heard fellow employees who were enrolled in a vocational work experience class say that their total time was wasted; and these two employees are not typically complainers, but are good performers with a goodly amount of enthusiasm."

"Pro: (1) Enables the student to utilize classroom in an employment situation. (2) Provides a wider learning media to the student interested in the field of medicine.
Con: (1) Work experience is not set up to provide college credits only. In addition, the student should be paid for their services to the physician if their services do become valuable to the physician."

"I am really impressed with the work experience program. It enables the student to prepare themselves in their choice of study and vocation. However, I feel the hours spent on work hours could be minimized especially to those who are working in order for financial reasons. This could very well apply to the MOA program since it does not pay for services rendered. Suggestion: perhaps 10-12 hours instead of 16 hours."

"Since this is my first semester of work experience, I haven't really come across anything that conflicts with my being in the program. I think that more people should be acquainted with it."

"I really don't know what could be done to improve the BC work experience program because I have nothing to compare it to and since it is the first time I have been enrolled in work experience; to me it is great. I am getting the experience I thought I would and it is meeting all my expectations."

"(1) Increase business response to the program; (2) have more businessmen actively involved in the program; (3) provide better public announcements about the program; (4) expand the program to include easier participation in it."

INSTRUCTOR/COORDINATOR RESPONSES

A total of 27 instructor/coordinators responded to the questionnaire. The 27 were 72.9% of the 37 to receive the instrument. Of the 27, 17 (63%) reported handling vocational work experience students only, 4 (14.8%) were in charge of only general work experience students, and 6 (22.2%) supervised both vocational and general work experience students.

Background of Instructor/Coordinators

Years of experience as work experience instructors was varied as is indicated below:

No. of Years as Work Experience Coordinator	Number	No. as Percent of Total Responses
1	5	18.5
2	8	29.6
3	5	18.5
4	5	18.5
5 or more	4	14.8

Twenty-two of the 27 (81.5%) had worked for at least one year in business and industry prior to coming to Bakersfield College. The figures below indicate that over three-quarters had worked eight or more years.

Amount of Time Worked	Number	Percent
Less than 2 years	3	13.6
2 - 3 years	2	9.1
4 - 5 years	0	
6 - 7 years	0	
8 - 9 years	3	13.6
10 years or more	14	63.6

Perception of Work Experience Program

All but three of the 27 instructor/coordinators wrote a response to the question asking their perception of the purpose of the work experience program. The responses seemed to indicate four basic purposes.

1) relating classroom work and on the job experience, i.e., bringing together the realities of the work world with educational theory;

2) helping students in job related problems--with fellow employees or with employers;

3) helping students make more informed and realistic decisions about their job future;

4) improve the quality of a student's actual job performance.

Some representative comments were:

"Help students work through their job-related problems and better their opportunities for advancement."

"Make sure the student is in a program designed to better prepare or equip him in skills for his job and future."

"To relate problems on the job with people, to discussion and hopefully solution in class."

"Gain a realistic view of the work world through practical up-to-date analysis of problem situations in classroom style."

"The objective of an effective work experience program should gain the student the opportunity to apply knowledge and skills acquired in their elective course of study. Above all, the student should be employable and/or should be able to progress more rapidly on the job they have held before entering work experience."

"To gain a better understanding of the problems encountered in business and industry by the employee and employer. It is my feeling that the student (employee) should learn more tactful methods of handling such problems and thus becoming a happier and more productive employee."

"It gives the student a chance to put his skills learned at school to work for him on the job which will eventually lead to better paid job."

"To receive a more complete background on a variety of subjects and being around people who feel the same."

"A. Allowing the student to obtain a realistic insight into the work situation. B. To provide the student with an on-the-job evaluation coordinated by the college and his job supervisor during a transition from the college academic period to the work situation. C. Bridges the gap between business and education. Gives the instructional staff an idea of skills and attitudes needed by the student if he is to be an effective employee."

"To place the student in a realistic work situation and permit the student to determine what type or types of libraries he would prefer to work in and to assess his/her own strengths and weaknesses in preparation for specific library technician situations."

"To enable the student to correlate on-the-job experience with the academic work and to relate the academic experience to his working experience. To learn how to better relate to his/her fellow worker/ employee (human relations)."

"Obtain VA benefits."

"1. To recognize that valid experience in jobs is equal in unit course credit to regular theory courses. 2. To ease the transition from college to full-time work. 3. To make people in jobs more aware of vital human relations principles and understand how to apply these principles successfully on the job as well as in life."

"To present the students with a working knowledge of the job in the various fields. The employer-employee relationship is very important and a lot of honest discussion comes about as a result of the class which provides students with the chance to share experiences with those in the particular field."

About 80% of the respondents felt the program was accomplishing the purpose as they perceived it.

Those who expressed reservations concerning the program wrote as follows:

"I frown on TV courses and any others not directly related to his lifes work."

"The program should not be a loophole for students (Vets) to get money. There should be no two or four year grads. This will stop as of spring which is good."

"I have a continuing concern that the work experience format does not serve the best interests of all of my students. Many of my students are part-time students, often with full time jobs and housekeeping responsibilities. For many of them the restrictions of 10 hours per week in a volunteer job (if they are already working in a non-library area), seminar, travel time, and the time needed to carry an additional 4-6 units are disruptive and leave inadequate time for family and personal obligations. Structure works well for full-time students and for students who are working in libraries for pay. With a small group, I often feel that I don't give the amount of time I should in preparation for the seminar sessions."

Instructor/coordinators believed students enrolled in the work experience program for a variety of reasons. Only 11 of the 27 respondents marked only one of the choices given; therefore, the number of responses that follow total more than 27.

Reason for Students Enrolling in Work Experience Program	No. to Mark Reason	No. as % of Total Reasons Marked
To improve their work relationship on the job	11	20.0
To update job skills for promotion	9	16.4
To make transition from classroom to world of work	10	18.2
To obtain units in order to collect Veterans benefits	20	36.4
To collect units (non-Vets)	3	5.5
Looking for new career	1	1.8
Because it is required for Certificate in program	1	1.8
	55	

Role of Seminar in Work Experience Program

Twenty-four (88.9%) of the 27 instructor/coordinators believed the weekly seminar is helping the student in his/her work relationships.

About two-thirds of the instructor/coordinators reported an 80% or better attendance at seminars. Distribution of attendance patterns is indicated below:

% of Students on Roll List Showing Up for Weekly Seminars	Number	Percent
90 - 100	8	36.4
80 - 89	7	31.8
70 - 79	4	18.2
60 - 69	2	9.1
50 - 59	1	4.6
Below 50	0	

Reasons given for seminar absenteeism seemed to feature time inconvenience and both instructor and student laxness. Specifically, responses were as follows:

Reason for Nonattendance	Number	Percent
Inconvenience of seminar time (interference with work schedule for student)	12	48
Lax attitude on part of student	10	40
Instructor not making ground rules clear	2	8
Attitude of whether the seminar can really give enough important information for 17 weeks	1	4

One instructor/coordinator added, "Seminars are most beneficial if you have a vocationally homogeneous group."

Work Conditions of Instructor/Coordinators

Most instructor/coordinators were satisfied with their pay; 24 (88.9%) of 27 to respond felt the pay was all right, one believed it to be too much, one reported not getting paid, and one reported not paid enough.

When asked about the work experience forms they had to fill out, they responded as follows:

	Number	Percent
Adequate - about as good as you can expect	17	63.0
Inadequate to report information	1	3.7
Too much duplication of information	6	22.2
Too many forms	3	11.1

All ten who wrote suggestions to improve the forms dealt with the desirability of shortening and simplifying them. Some representative comments were:

"Condense all forms and put on one; employer would then see all information that employer has documented at once."

"Reduce to minimum as follows: (1) legal requirement; (2) work related, i.e., articulation agreement."

"If the same information has to be reported, you couldn't cut down much."

Three questions concerning willingness to further develop the work experience program obtained these responses:

Question	Yes		No		Maybe	
	No.	%	No.	%	No.	%
Develop course outline with measurable objectives	15	62.5	8	33.3	1	4.2
Developing job training sites with businesses	19	79.2	4	16.7	1	4.2
Serve on campus work experience advisory committee	15	62.5	9	37.5	0	

Four commented they already were developing job training sites with businesses. Reasons given for "no" responses were generally lack of time or not willing unless paid extra.

Instructor/coordinators varied in their assessments of strengths and weaknesses, consequently all comments are reproduced below. However, some themes did run through a great number of the comments as follow:

1) Warren Helmstedter, Director of the Work Experience Program, is doing an excellent job.

2) The work experience program has improved over the years.

3) Many students are not qualified or just taking the program to get Veteran benefit units.

4) The work and paper pushing is high for many instructor/coordinators.

5) Some instructors and students do not make proper use of the seminar.

Specifically, written comments were:

"Strengths:

1. The program itself is of value and provides an effective framework to coordinate work experience and helps clarify the role in which the student operates.
2. I have met members of the photography business community that I would not have had the opportunity to visit otherwise. They have discussed with me their interest in our program and their ideas of what the student should have in terms of skills to perform on-the-job for them.

Weaknesses:

1. The paper work should be simplified and reduced to one or two forms.
2. Guidelines should be organized for the student who is self-employed. This would give the student in art and photography more opportunities in the work experience program.

I feel that Mr. Helmstedter is doing a fine job in directing the program. I find that he is willing to discuss ideas and is helpful when problems occur."

"Strengths: Structure for seminars, 'Your Attitude is Showing,' yet flexibility for variety of student needs. (Human relations has to be the key for general work experience.)

Weaknesses: Too many forms - streamline - reduce to 1 basic form (agreement, information and articulation goals (objectives) all on 1 sheet). Let those who conduct the seminars design the forms.

No one writes the course outline for what I teach! I am responsible! I am the professional!"

"Director is doing an excellent job of what he has to work with. There are too many students taking work experience strictly for the G.I. benefits."

"I think that Warren is doing a good job. My basic problem is that the structure was designed for individuals working in situations akin to the trades. My major objective is to have students sample what it is like to work in a variety of libraries. Because public agencies seldom have funds that permit them to hire short term employees, most of the work of my students is done gratis. Consequently the number of hours they put in is too high. Because of the many hours invested to earn the units I don't feel justified in pushing my students to be doing the reading and discussion preparation that I should. I find the suggested text has very little to offer my students. After the first few pages it is repetitious. I would sooner develop my own materials. As indicated before, I think my students may be best served by removing this program from work experience."

"Strengths: Visits to businesses and plants broadening for instructor. Director has given direction in several areas where it was needed.

Weaknesses: Short period, difficult to have something meaningful. Students not too motivated. No common ground for the seminars; some do much, some do little."

"Strengths:

1. Help set goals for some students.
2. Keep some older students in school.

Weakness:

1. Not enough time for instructor to get off work and relax before class."

"Strength - providing the student with academic knowledge he can simultaneously apply on the job.

Weakness - misuse of the hourly seminar by some instructors. Personally, I find our teacher aide seminar well attended and constructive. We have a homogeneous group with similar on-the-job problems to provide an ample basis for discussion."

"I feel the work experience program of the Medical Assisting Program is strong due to the cooperation of the medical offices in the community. Office personnel (MA's) are very favorable to education and training students in this field.

MA staff and instructors have trained the students to the level of competency such that community has not been disappointed in having them.

The Director of Work Experience has been available and understanding when a problem arises. Appears to be making every effort to simplify unnecessary 'paper work'."

"Students primarily interested in obtaining V.A. benefits. Professors need direction regarding the program."

"As this is my first semester in the work experience program, I do not feel qualified to comment on its strength or weakness. I have received excellent impressions from the work experience Director.

I do feel that more material should be given students on the taking of written and oral examinations."

"I think the work experience classes this year have improved greatly over the past years."

"My group is too small - yet I don't want to broaden it too much to lose the advantage of having students' jobs too different."

"Exclusiveness of registration has not been attained; we still have too many non-qualified applicants."

"Paper work appears to be excessive (I'm not a full-time W/E instructor, it is only part of load). I am of the opinion that the seminar time should be extended or increased. The current W/E Director is doing very well in my opinion. Also - I personally see very little difference between the 'General W/E' student and the 'Vocational W/E' student. Both benefit by similar instruction. Example: whether the student is performing only routine functions -say sales work- or whether he/she is performing technical functions, the learning experience is similar."

"Strengths:

1. Availability of W.E. to students to explore area of pursuit.
2. Opportunity to see 1st hand what's happening out in the field.

Weaknesses:

1. Not enough students get involved within the majors (at least ours).
2. Reluctance of companies to take students even without pay. Very disappointing.
3. The necessity of seminar. Small group, not that many needs or questions.
4. Vets taking units for pay. I think it's embezzling against taxpayers money. All we are doing is playing games, and lowering our standards.
5. Students enroll who gave some related job, not really within the field of study.

Not much involvement with Director of W.E. Has been helpful and willing. Really did not back me up on switch of procedure one semester for pay."

"A lot of students are in the program to collect veterans benefits. Otherwise they would probably be enrolled in other classes or just take fewer classes. I am sure that some students benefit from the program. I feel the program is well directed considering the number of students enrolled and the amount of paper work involved."

"The overall program should be more objective. I feel the work experience Director is doing a very good job. I see his role as an overall program coordinator and controller."

"1. Seminars are too loosely structured.
2. No congruence from one seminar class to the next.
3. Class discussions do allow students many opportunities to express their viewpoints.
4. Director has helped me in planning sessions. Appears to be interested in upgrading the program."

CERTIFICATED STAFF RESPONSES

One hundred certificated staff members returned work experience questionnaires. The number represents 40.5% of the 247 BC certificated staff not involved in the program as work experience coordinators. They indicated their primary responsibility to be as follows:

	Number	Percent
Teaching occupational courses	28	28.6
Teaching general education courses	44	44.9
Teaching both occupational and general	5	5.1
Administration	12	12.2
Other, i.e., counselor, librarian	9	9.2

About two-thirds of the respondents indicated they had some familiarity with the work experience program as is indicated below:

Familiarity with Work Experience Program	Number	Percent
Very familiar	22	22.2
Somewhat	44	44.4
Not much	28	28.3
Know nothing about it	5	5.1

Purpose of the Program

When asked what the purpose of the work experience program should be, respondents listed the transition from classroom to job as the most important goal, but when asked what they believed were the primary reasons students had for taking the program, most checked off the "rip off" responses--Veterans benefits or easy units. Specificaiiy, responses and written comments were as follows:

What the Primary Purpose Should Be for Students Taking Work Experience	Number	Percent
To improve their work relationship on the job	31	25.6
To update job skills for promotion	24	19.8
To make transition from classroom to world of work	65	53.7
To obtain units in order to collect Veterans benefits	1	.8

Supplementary purposes offered were:

"To make clear the value of a good basic education in the 3 R's."

"To understand the nature of various kinds of work."

"To appeal to the insatiable American demand for a pragmatic education training program."

"No purpose - it is a shabby practice."

Why Bakersfield College Students are Taking Work Experience	Number	Percent
To improve their work relationship on the job	4	3.3
To update job skills for promotion	4	3.3
To make transition from classroom to world of work	14	11.7
To obtain units in order to collect Veterans benefits	46	38.3
To obtain easy units	41	34.2
Do not know enough about the program to know student motivation	11	9.2

Additional comments:

"Though most are attending for Veterans benefits, they are receiving many of the other benefits of the program."

"The upgrading being demanded by the Veterans Administration may have a beneficial effect on the whole program."

"Purpose is for college to collect A.D.A."

"Purpose is quick entry into the skilled job market."

Only one-third of the respondents reported noticing any change in the work experience program from Fall, 1974 to Fall, 1975. Most of these reported a general tightening up and toughening of the program.

Some comments were:

"Slightly less of a rip-off."

"Mr. Helmstedter monitored the program closely this semester."

"Better requirement for entrance, follow through on student performance."

"General tightening up and elimination of some of the former abuses."

"More than being on the job is required of the student by seminar attendance."

"Fewer enrollments."

"Better administrative control and articulation of program objectives."

"Elimination of goldbricking instructors who do not properly supervise classes."

"It is far more legitimate now."

"Weeding out of students who are taking irrelevant courses."

"Administrators of work experience have tightened up their supervision and required higher standards."

"The effort to regularize procedures and to conform to state regulations is evident. Congratulations!"

Three-quarters of those surveyed believed students should be encouraged to have a balance between general education and occupational courses. The majority who wrote on the balance supported the concept of a student being required to learn certain basic skills. Some comments were:

"I believe in the humanistic values of a liberal arts education. Plumbers need to know proper English and even philosophy and ethics."

"Broader-based person adjusts to changes more easily. Jobs are changing, directions of employment change--student needs to be able to move with these changes. Broader background makes change easier."

"General ed courses should be made available which are relevant to the occupational student. For example, instead of regular biology, something like the Ecology of Kern County. Instead of English 1A, how to write letters and reports on the job, etc., etc."

"Occupational courses, in areas where this kind of training is available, should, in most cases, be the culmination of instruction in that area, i.e., offered at a time when the student has sufficient basic knowledge and skills to benefit from that instruction."

"All students should experience a skills type of program. Many who feel inadequate in an academic situation will find ability and satisfaction from occupational training."

"I firmly subscribe to general ed for all - I'm not sure that there needs to be the identical balance for every student. Perhaps an individualized approach, based upon the students career objectives, should determine the amount of general ed needed to enhance the student's potential for productive citizenship."

"I believe it's important for any citizen to be able to read and write well and to understand the society in which he lives and the persons with whom he works and lives. I believe these also make a much better employee."

"Occupational students should be required to have a few general ed courses. Other students should be allowed and encouraged to try more occupational coursework, including some form of work experience."

"They should have enough general education and exposure to liberal arts type courses to insure better living, not just learning how to make a living. Learning to cope with today's rapid rate of change indicates a need to balance one's perspectives, attitudes, prejudices and interests. We need all the help we can get."

"People have to live as well as exist. The person with a 'balanced' education copes with life better, has better living experiences and therefore does better at work, can take constructive criticism and more easily adapt to new ideas."

"Background of written and oral communication skills, basic psycho-social sciences, survey of government and introduction to an appreciation of humanities balanced with occupational program."

"I believe that anyone who has attended Bakersfield College should have some basic educational standards. He should be able to read/write - have basic English skills - which occupational students often don't have when they show up in my courses."

"If the student is an 'occupational' major, courses in the 'general education' field should enhance his education and ability. A T.V. repairman should know math, an auto mechanic should know how to read the auto repair manual, but I really care less if they have an 'appreciation' of art, music, etc."

"As an instructor teaching (preparing) students for the world of work in a specific area, I feel it is very important that we have a balance of both. Without English we cannot read or write, without math we cannot add or subtract, and we can surely use appreciation courses to make us cognizant of other disciplines. A recent study by Bruning Corp. showed students trying to get jobs in fields related to engineering architecture and drafting, and surveying that the No. 1 weakness of new employees was math above all the others, including skills for that specific job. Studies in California are showing our H.S. students are now performing at lower levels in math, English and science than even just several years ago. Balance is important. A swing too far one direction or the other doesn't do us any good."

"Because there is a need for: proficiency in the 3 R's; development of an occupational skill; awareness of human relations; and awareness of the value of elective subject experiences."

"They need more work in general ed!! An illiterate machinist may lose a great deal of work not because he's a poor machinist, but because he's illiterate."

"First, it can be argued that all knowledge is 'occupational' in that a better background enables one to function more competently in all areas - including a richer life during non-job hours. Second, as an educational institution, we should attempt to educate rather than just train all of our students, including those not in 'academic' disciplines. As to 'balance,' occupational majors should be required to meet general education requirements in the humanities, social sciences, sciences, arts, etc., just as others must."

"I do not believe that the J.C. is or ought to be equipped to teach occupational training."

"A marriage between self-fulfilling kinds of classes (general ed) and vocational ed or skill building courses."

When asked if occupational students should be trained for specific jobs, response was:

	Number	Percent
Yes	17	17.5
Yes with qualifications (avoid over specialization)	70	72.2
No	10	10.3

When asked if they would be willing to serve on a campus work experience advisory committee, 36 faculty members (37.9%) answered affirmatively.

Written comments on strengths and weaknesses of the program stressed (1) the need for more supervision to eliminate abuses, (2) the necessity of better information on the program, (3) questioning of the existence of the program itself, and (4) a variety of more specific suggestions for improvement. Some representative comments were:

"From what I can tell, the Vets are ripping us off with our W. E. programs. Easy units when they already have jobs, and if we promote it at BC we are as guilty as they are. I'd recommend a good strong smaller program if necessary."

"The value of work experience depends on the quality of supervision. If a student enters a program of work experience, he should be prepared to complete definite assignments and requirements as set forth by the expert in the field."

"I can't think of any strengths."

"Although the program is a good idea, real effort must be made to see that it possesses real educational merit and that it not become a pro forma exercise in obtaining college credit. This is both for the students' benefit and for us as an institution. Bakersfield College is known as an institution of high quality. It should be kept that way."

"Phase it out!"

"Smaller numbers of students enrolled - more on-the-job supervision - with job supervisory personnel involved in academic programs and vice versa."

"Now a much improved program in terms of management. Needs further improvement in requiring direct relationship of jobs to classes."

"It should be encouraged. Mr. Helmstedter has done a good job in up-grading it."

"Seminar faculty should have strong background in the practical business world, not just in the academic field."

"Need for better coordination between school, student and employer--a better understanding of goals."

"Tie it in directly to instructional program student is undertaking. Use only the second year of program and then without pay if necessary."

"Weakness - GI's use this as a lever to get money, not experience. Should take away TV programs from work experience program."

"The most important factor is community involvement and community support. This takes many hours to establish good public relations, pilot programs; the community has to be constantly re-assured that the program is doing what it should. Industry is acutely critical of such programs. Just one misunderstanding, one poor student, one difficulty can sometimes blow a program. Students should be made aware of this early in their programs. The community (industry, etc.) are vitally interested in such factors as student achievement, job placement, state examination grades, if any, how any program is meeting community needs on the job market."

"I do not believe in work experience programs as separate from the classroom teacher. Only selected students should be involved in Work Co-op programs, such as Legal Secretary, accounting, and sales."

"How about putting out some explanatory information for teachers with facts and figures to back it up. You need a good P.R. program for work experience. Most of us don't know enough about it."

"Its place in an academic institution is questionable. How about giving me unit credit for 'life experience'?"

"It should not be necessary to give college credit for work experience. The fact that an employer is willing to help train and give on-the-job experience should be good enough. Too many Vets are cheating us and the Government by working full time on a job and getting work experience college credit. The program is dishonest and an effort for the college to get state funds. Our program should train people for jobs not to rip off the government."

"I have no substantive knowledge of the program. But I do know that its reputation--for whatever reason--is rather unsavory, as if it's one of those smelly things we do to keep enrollments up and paychecks on time."

"1. Are we duplicating any H.S. functions?
2. Can H.S. and/or tech schools provide same service at lower costs?
3. Are we kidding ourselves and students? Can they and are they entering the work 'world' upon completion?"

"The W.E. program seems designed to collect A.D.A., and I feel that it is dishonest to claim otherwise. The W.E. program could have value for students but it would have to start from scratch. One of my students remarked that he was enrolled in math A - 'it was that or W.E. and math A is a lot more honest'."

"In Agriculture Dept. it would be good to team team lectures and have supervision by area within agriculture. Example - Agri-Business - Livestock - Soil - and Range, etc."

"1. Released time for supervision is totally unrealistic.
2. Supervision must be realistic and appropriate to the field. This is needed but can't continue as easy, meaningless units."

"1. Students enrolled in W.E. should attend class regularly for credit in W.E. Example: 1 hour class + 2 hours work = 2 units credit (weekly).
2. Students should be counseled (coordinated) w/classroom teacher and with employer and a program devised for each student. Example: A student working for a firm would know specific objectives for job and classroom and credit (or grades) would be assigned accordingly.
3. An evaluation system should be developed that would include the student, the employer, and the institution (i.e., BC).
4. A follow-up system should be devised that enables the institution to continually evaluate the effectiveness of the program."

SUMMARY

Highlights of Responses of Three Groups

I. Students

A. Ninety percent of work experience students were male; 82% were over the age of 25.

B. Ninety percent of general work experience students and 80% of vocational work experience students were attending college on Veterans benefits.

C. Most of the occupations listed by general work experience students were those of semi-skilled to skilled blue collar workers, or those of sales and office workers. The four occupational areas most frequently listed by vocational work experience students were industrial education (20.8%), business management (20.5%), administration of justice (14.7%), and agriculture (10.4%).

D. Three-quarters of both vocational and general work experience students reported they had worked six or more years in business and industry. Median time on the job was three years.

E. Over four-fifths of the work experience students felt they possessed a saleable skill in the job market prior to the time they took work experience, but 98% felt it desirable to have more than one saleable skill; however, three-quarters rejected the concept their job would become obsolete in five years.

F. Over 90% of both general and vocational work experience students believed that the skills they were obtaining at Bakersfield College and their participation in work experience seminars at BC were both aiding them in their present job.

G. Over 60% of the reasons given by work experience students for taking the program involved improvement of work relationships on the job and updating of job skills. Most believed the primary purposes of the program were those of developing an understanding between employer and employee, increasing job skills, and sharing job problems and issues. Over 90% said that the program was indeed achieving these purposes.

H. About 20% believed students were taking the program primarily to obtain Veterans benefits.

I. Suggestions for improvement were (1) more seminar time, (2) more classroom discussion on job related problems, (3) bring in a greater variety of speakers from the job world, and (4) extend units or numbers of semesters.

II. Instructor/Coordinators

A. Three or more years was the period of time 51.8% of work experience coordinators had worked as coordinators. Sixty-three percent had worked eight or more years in business and industry before coming to Bakersfield College.

B. Instructor/coordinators were more divided then any other group in their assessment of why students enrolled in work experience; 36.4% of reasons listed were to obtain units for Veterans benefits. An identical 36.4% of responses related to updating job skills and understandings.

C. They saw the purposes of the program as bringing together the realities of the work world with educational theory, and helping students to understand job problems and make realistic decisions about their job future. Eighty percent felt the program was accomplishing the purpose as they perceived it.

D. Most instructor/coordinators agreed that the program has improved recently, particularly under the leadership of Warren Helmstedter. Many expressed the concern that students are not qualified or are just taking the program to obtain Veterans benefits.

E. Almost 90% believed the weekly seminar sessions were helping the student in his/her work relationship. Two-thirds reported 80% or better attendance at the seminar for their students. Reasons given for non-attendance were inconvenience of seminar time (48%), and lax attitude of student (40%).

III. Certificated Staff

A. When asked what the purpose of the work experience program should be, 53% of the faculty checked to make transition from classroom to world of work.

B. About three-quarters of the reasons why students were actually taking the program involved the obtaining of units for easy credit and/or Veterans benefits.

C. Only one-third had noticed any recent change in the work experience program; they reported tightening up of the program. Most stressed the need for further elimination of abuses. Several called for better information about the work experience curriculum.

Some Concluding Thoughts

Those who are familiar with the work experience program believe it is achieving its purpose of improving job skills and realtionships.

Most faculty and a significant minority of instructor/coordinators and students see the program as primarily attracting students seeking easy units and Veterans benefits. Considering that 84.5% of work experience students are Veterans, it is impossible to unequivocally deny this interpretation. However, student comments indicate that collection of G.I. checks and deepening one's job personality and productive capacity are not necessarily mutually exclusive.

Most of the faculty did not return their work experience questionnaires, and many who did wrote that their knowledge of the program was too limited to effectively answer some of the questions. Most of the faculty saw the program as ideally bridging the gap between the classroom and the world of work, while the vast majority of those in the program have been experiencing the cold cruel realities of laboring within the American economic system for years. More information on the work experience program must be developed and distributed amongst those not directly involved with it.

Finally, if the Veterans Administration decision holds, the fact that 90.8% of general work experience students are drawing G.I. benefits would indicate that by Fall of 1976 the program, as it now exists, will be significantly lower in number of students.

QUESTIONNAIRES THAT FOLLOW:

1. Students

    a. General

    b. Vocational

2. Instructor/Coordinators

3. Certificated Staff

Bakersfield College founded 1913

TO: General Work Experience Students

FROM: Warren Helmstedter, Director of Work Experience
and David Scott, Dean of Institutional Research

DATE: October 13, 1975

SUBJECT: Work Experience Questionnaire

We need your help in working toward an improved Work Experience Program at Bakersfield College. Please answer the following questions honestly. Do not write your name on the survey instrument. When you have completed the questionnaire, place it in the envelope on the desk of your instructor-coordinator. All students will be given a copy of the survey results when they are computed by the end of the semester.

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BAKERSFIELD COLLEGE
Questionnaire - General Work Experience Students

In the column below please circle the most appropriate response

Background Data

1.	Sex	Male Female
2.	Age	19 or younger 20 - 21 22 - 25 26 - 29 30 - 35 36 or older
3.	Are you currently attending Bakersfield College on Veterans benefits?	Yes No
4.	How many units are you currently taking at Bakersfield College?	7 or less 8 9 - 10 11 - 12 13 - 14 15 or more
5.	How many semesters have you been enrolled in work experience (including this semester)	1 2 3 4

Employment Information

6. Give the title and summarize the duties of your present job -

7. How many years have you worked in your present job?

Less than 1
1
2
3
4
5
6 or more

8. How many years have you worked in all your jobs for business and industry?

Less than 1
1
2
3
4
5
6 or more

9. Do you feel that you possessed a saleable skill in the job market prior to the time you took work experience? Yes No

10. Do you feel it is necessary to have more than one saleable skill? Yes No

11. Are you hoping to obtain a promotion from the company for which you are now working? Yes No

12. Do you feel that your job will become obsolete in the next five years?

Yes, definitely
Perhaps
Possibly
No, never

Bakersfield College Courses and Work Experience Program

13. Are you pursuing a major course of study at Bakersfield College? Yes No

If your response is yes, what is your major? _____

14. If your response is yes to question No. 13, are you working toward -

Transfer to a 4-year college
A.A. Degree
Certificate
Other, please specify

_____

15. Do you feel that the information and skills you are obtaining from your courses at Bakersfield College are aiding you in your present employment? Yes No

16. What do you feel <u>should</u> be the intent of the work experience program?

17. Do you feel that this is what the program is accomplishing? Yes No

If your response is no, what do you believe <u>is</u> the intent of the program?

18. What was the primary reason you took work experience?

To improve my work relationship on the job
To update job skills for promotion
To make transition from classroom to world of work
To obtain units in order to collect Veterans benefits
Other, please specify _____

_____

19. Has participation in your work experience seminar given information to aid you in your present job? Yes No

20. Please list what you feel could be done to improve the Bakersfield College Work Experience Program -

bakersfield college founded 1913

TO: Vocational Work Experience Students

FROM: Warren Helmstedter, Director of Work Experience
and David Scott, Dean of Institutional Research

DATE: October 13, 1975

SUBJECT: Work Experience Questionnaire

We need your help in working toward an improved Work Experience Program at Bakersfield College. Please answer the following questions honestly. Do not write your name on the survey instrument. When you have completed the questionnaire, place it in the envelope on the desk of your instructor-coordinator. All students will be given a copy of the survey results when they are computed by the end of the semester.

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BAKERSFIELD COLLEGE
Questionnaire - Vocational Work Experience Students

In the column below please circle the most appropriate response

Background Data

1. Sex — Male Female

2. Age
   19 or younger
   20 - 21
   22 - 25
   26 - 29
   30 - 35
   36 or older

3. Are you currently attending Bakersfield College on Veterans benefits? — Yes No

4. How many units are you currently taking at Bakersfield College?
   7 or less
   8
   9 - 10
   11 - 12
   13 - 14
   15 or more

5. How many semesters have you been enrolled in work experience (including this semester)
   1
   2
   3
   4

Employment Information

Following is a list of the occupations under the Vocational Work Experience Program. Please circle the one most appropriate to you under either question No. 6, 7 or 8.

6. Administration of Justice
   Agriculture
   Apprenticeship & Surveyors
   Architecture
   Business, Accounting
   Business, Management
   Business, Secretarial Training

7. Child Development
   Corrections
   Dental Assisting
   Food Service, Hotel Rest/Mgt, Housekeeping, Custodians
   Fire Science
   Industrial Education
   Journalism
   Library Technology

8. Medical Office Assisting
   Merchandising
   Photography
   Police Academy
   Teacher Aide

9. How many years have you worked in your present job?
   Less than 1
   1
   2
   3
   4
   5
   6 or more

10. How many years have you worked in all your jobs for business and industry?
    Less than 1
    1
    2
    3
    4
    5
    6 or more

11. Do you feel that you possessed a saleable skill in the job market prior to the time you took work experience? Yes No

12. Do you feel it is necessary to have more than one saleable skill? Yes No

13. Are you hoping to obtain a promotion from the company for which you are now working? Yes No

14. Do you feel that your job will become obsolete in the next five years?

Yes, definitely
Perhaps
Possibly
No, never

Bakersfield College Courses and Work Experience Program

15. Are you pursuing a major course of study at Bakersfield College? Yes No

If your response is yes, what is your major? _____

16. If your response is yes to question No. 15, are you working toward -

Transfer to a 4-year college
A.A. Degree
Certificate
Other, please specify

_____

17. Do you feel that the information and skills you are obtaining from your courses at Bakersfield College are aiding you in your present employment? Yes No

18. What do you feel <u>should</u> be the intent of the work experience program?

19. Do you feel that this is what the program is accomplishing? Yes No

If your response is no, what do you believe <u>is</u> the intent of the program?

20. What was the primary reason you took work experience?

To improve my work relationship on the job

To update job skills for promotion

To make transition from classroom to world of work

To obtain units in order to collect Veterans benefits

Other, please specify _____

_____

21. Has participation in your work experience seminar given information to aid you in your present job? Yes No

22. Please list what you feel could be done to improve the Bakersfield College Work Experience Program -

bakersfield college founded 1913

TO: Work Experience Instructor/Coordinators

FROM: David Scott, Warren Helmstedter

DATE: October 13, 1975

SUBJECT: Work Experience Questionnaires

In order to aid us in working toward an improved Work Experience Program at Bakersfield College, could you please do the following:

1. Have your students fill out the enclosed questionnaires during your next work experience seminar. When each student has completed the questionnaire have him/her place it in the large envelope on your desk. Please stress that no name is to be put on the paper so students should be absolutely honest in their responses.

2. While students are filling out their questionnaire's, complete the attached Instructor/Coordinator questionnaire.

3. Please return your questionnaire in the enclosed small envelope and the students' questionnaires in the large envelope. Both envelopes should be sent to David Scott via campus mail immediately after the class session in which they have been completed. All questionnaires should be in the campus mail no later than Thursday, October 23.

Thank you for your cooperation. The results will be made available to you in mid-November.

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BAKERSFIELD COLLEGE
Questionnaire - Instructor/Coordinators of Work Experience

In the column below please circle the most appropriate response

1. In what area of work experience are you an instructor/coordinator?

   Vocational
   General
   Both

2. How many school years have you served as a work experience coordinator at Bakersfield College (include this school year in your calculation)

   1
   2
   3
   4
   5 or more

3. Have you worked in business or industry?

   Yes No

4. If your response is yes, how long?

   Less than 2 years
   2 - 3 years
   4 - 5 years
   6 - 7 years
   8 - 9 years
   10 years or more

5. What do you perceive as the purpose of the work experience program?

6. Do you think that it is accomplishing this purpose?

   Yes No

7. Why do you think students enroll in the work experience program?

To improve their work relationship on the job

To update job skills for promotion

To make transition from classroom to world of work

To obtain units in order to collect Veterans benefits

Other, please specify _____

_____

8. Do you feel the seminar is helping the student in his/her work relationships? Yes No

9. What percentage of students on your work experience roll list show up for the weekly seminar?

90 - 100
80 - 89
70 - 79
60 - 69
50 - 59
Below 50

10. Do you think seminar absenteeism is due to -

inconvenience of seminar time

too heavy academic work schedule of student

lax attitude on part of student

other, please specify _____

_____

11. How do you feel about the amount of pay you receive for your work experience coordination?

Too much
About right
Too little

12. How do you feel about the work experience forms you have to work with?

They are about as good as you can expect given the circumstances

They are inadequate to report the necessary information

There is too much duplication of information

Other, please specify _____

_____

13. How could these forms be improved?

14. Would you be willing to develop a course outline with a set of specific measurable objectives for your work experience training area? Yes No

15. Would you be willing to assist in developing job training sites with businesses in the community for your specific area of training? Yes No

16. Would you be willing to serve on a campus work experience advisory committee? Yes No

17. List the strengths and weaknesses of the work experience program. Include in your assessment the role played by the Director of Work Experience.

bakersfield college founded: 1913

TO: Bakersfield College Certificated Staff

FROM: Warren Helmstedter, David Scott

DATE: November 19, 1975

SUBJECT: Work Experience Questionnaire

In order to aid us in improving the Work Experience Program at Bakersfield College, could you please fill out the attached questionnaire and return it in the addressed envelope.

We have already surveyed work experience students and work experience instructor/coordinators with another questionnaire. If you are a work experience coordinator, please do not return this questionnaire.

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 13 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES

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BAKERSFIELD COLLEGE
Certificated Staff Work Experience Questionnaire

In the column below please circle the most appropriate response

1. Please designate your primary responsibility at Bakersfield College -

Teaching occupational courses
Teaching general education courses
Administrative
Non-teaching certificated
Other

2. How familiar are you with the Bakersfield College work experience program?

Very familiar
Somewhat
Not much
I know nothing about it

3. What <u>should</u> be the primary purpose of students taking work experience at Bakersfield College?

To improve their work relationship on the job
To update job skills for promotion
To make transition from classroom to world of work
To obtain units in order to collect Veterans benefits
Other, please specify _____

_____

4. As you perceive it, what <u>is</u> the primary purpose of students taking work experience at Bakersfield College?

To improve their work relationship on the job
To update job skills for promotion
To make transition from classroom to world of work
To obtain units in order to collect Veterans benefits
To obtain easy units
Other, please specify _____

_____

5. Have you noticed any changes in the work experience program from last year to this year? Yes No

   If your response is yes, summarize these changes.

6. Do you believe students should be encouraged to have a balance between general education and occupational courses? Yes No

   If your response is yes, please explain your feelings concerning what this balance should be.

7. Do you believe occupational students should be trained for specific jobs?
   Yes
   Yes with qualifications
   No

8. Would you be willing to serve on a campus work experience advisory committee? Yes No

9. On the back of this page, please indicate any additional feelings you may have concerning the strengths and weaknesses of the work experience program at Bakersfield College, and where the program could be improved.